



Education and Culture DG

Lifelong Learning Programme



Q4i
Quality for Innovation in European Schools
Project N° : 527906-LLP-1-2012-1-ES-COMENIUS-
CMP

D1.3 Piloting Report – The Netherlands

- FINAL -

Final Version (ESHA)

February 2015

1. GENERAL DATA

ESHA took over the responsibility from Scierter in January of 2014. At that time, ESHA had already recruited the 5 participating schools

In The Netherlands, the piloting process included 4 Workshops divided in 3 Phases:

1. Definition phase: Self-Assessment, defining goals and improvement opportunities
2. Achievement phase: Sharing experiences and support to innovation processes
3. Evaluation phase: appreciating achievements

ESHA engaged 5 schools that are interested and active in innovations. On average, it took two meetings to convince the schools to participate in the project. During the second engagement, the participants were informed about the project: time frame, objectives, partnership, purpose, Q4i Model, Piloting Phase in Romania.

The following five schools decided to participate in the project:

- Cosmicus College in Rotterdam
- Dingstede College in Meppel
- VLC College in Mijdrecht
- Roland Holst College in Hilversum
- Hondsrug College in Emmen

The general data about the schools involvement are the following:

No of schools involved:	5
No of head teachers involved:	5
No of staff / teachers involved:	28
No of different school classes involved:	n.a.
No of pupils / students involved:	500+
No of parents involved:	0
No of peers involved:	0
No of external supporters involved:	Entreprenasium consultants: 5
No of learning activities conducted:	4
Lengths of activities (please describe):	Activities conducted during school year 2014-2015 (5 months total length); Some of activities will be continued in the next school years
Type of schools involved:	100 % Secondary
Location of schools involved:	100 % Urban, 0 % Rural
Socio-economic situation of the students:	100 % High

How Dutch secondary schools innovate:

Dutch secondary schools are large educational institutions. The average number of staff members per school is 150. Dutch secondary schools are 100% autonomous in their decision making. The Dutch government is not allowed to influence education practices directly.

The influencers and decision makers are:

- 1 The school heads: initiate and own innovations.
- 2 The school board: supervises the overall performance of schools. The school board consists of parents, teachers and a professional board member
- 3 Teachers are autonomous in their decisions

On average it takes a school at least 12 to 24 months to implement an innovative approach in the class room. According to the Q4i model, a school needs to:

- work on the identity, communicate the strategy, draft the school plan and implement yearly evaluation (strategy related activities) and
- engage, prepare (resistance to change) and train teachers.

The main objective is to validate the Q4i model. It is not reasonable to expect that school could implement an actual innovation and apply the Q4i steps. This would require at least 24 months for every school.

In order to validate the approach, ESHA has selected the five schools based upon the knowledge that each school was tried to innovate their class room practices and failed in doing so.

The main approach in The Netherlands was to analyse why their previous innovations failed and advice on a approach that included quality management as described in the Q4i approach.

The 5 school have experimented with the following drivers:

- 4 were focused on Entrepreneurial Education
- 1 was focused on Global Citizenship Education

2. PLANNING REPORT OF SCHOOL ACTIVITY

All the required information have been included in the individual pilot reports.

3. IMPLEMENTATION AND ASSESSMENT REPORT OF SCHOOL ACTIVITY

A. Characteristics

- **Members of the school community involved**

Educational ideal is the formation and integral development of the pupil's personality. Achieving this ideal can't be conceived without a strong link between the three pillars that underpin the quality of lifelong learning. These pillars are: ***school, family, community*** - three main sources for the development and education of pupil's personality.

4 Out of 5 schools tried to implement entrepreneurship education. These schools were advised by consultants of the Entreprenasium association. A Dutch association that focuses on implementation of entrepreneurial education.

The Entrepreneurial approach included a strong community involvement.

- **Related subjects / area of school life**

The list of main subjects developed in the School Action Plans, is presented below:

- ★ ***Individual Learning paths.*** To enable pupils to influence and adjust their education learning process according to their preferences. .
- ★ ***Entrepreneurial Education.*** To encourage pupils to develop an proactive attitude in at school and in relation to their future work.
- ★ ***Global Citizenship*** - To enable pupils to take part in the democratic life of the classroom or the school and develop an open attitude to the world and respect for diversity.

B. Implementation & C. Assessment

• **Difficulties or problems**

The School's encountered some difficulties in the implementation phase, as follows:

The school management analyzed why the recently introduced innovation fell behind expectations. Their finding included:

- ★ The innovation was not a part of the school's identity and strategy
- ★ The innovation was included in the yearly assessment discussions
- ★ No formal training provided to teachers
- ★ High level of resistance to change due to autonomous position of teachers .

• **Amendments to the original planning**

All five schools committed to participate in the project. All deans (school heads) were the executive sponsors of the project. After the school assessment, one dean decided to quit his school. As a result, his management team decided to discontinue the pilot due to increased work load of the other management team members.

The four other schools continued in the pilot.

Suggestions for process (pilot) improvement

- ★ A larger period of time assigned for the piloting phase in schools;

Suggestions for Q4i model improvements

- ★ Include a personnel section in order to address the training needs, the engagement and the resistance to change issues.
- ★ The model is applicable to all innovations, not just the 4 engines mentioned in the project: Key Competences; Information & Communication Technologies; Creativity & Innovation; Intercultural Learning Skills.
- ★ Rename the model into the Innovation Readiness Model or the School Agility Model

Conclusion and value of the model

- ★ In general, school tend to implement an innovation without paying attention at the school's agility. The drivers for Innovations are well known, however, quality management models are unknown and seldom used by school heads. The Q4i models offers them an entry level model to assess the school's innovation ability / agility
- ★ The Q4i Model was promoted and adopted by the Entreprenasium association

D. Development and integration into school life

- The model contributed to the notion that schools need to pay attention to the school readiness before implementing on innovative school approach. In The Netherlands, the following results were appreciated:
 - ★ The VLC College: decided to implement the Q4i model and pay much more attention to the strategy and readiness of their staff.
 - ★ The Dingstede College has participated in three project with the same aim: structurally improve education by focussing on a more personalized learning approach. The research of the University of Twente resulted in the same conclusions as the Q4i team. More emphasis on the schools agility and teachers readiness.
 - ★ The Hondsrug College has decided to address the agility of their teachers. The analysis of the Q4i project concluded that the school had a great innovation track record. The main conclusion was that the school should focus on the commitment of their staff members. Many of their innovations were only partly implemented. The school was in a position to hire 27 new teachers that were selected based upon their willingness to support the strategy of the school.
 - ★ The Cosmicus College decided to prepare a project implementation plan and engage their teaching staff before implementing the innovation at the class room level

4. SELF ASSESSMENT QUESTIONNAIRE

All schools filled in the self assessment questionnaires during face to face meetings with ESHA experts. All assessment reports are included in the pilot reports in part 2.

Q4I Meeting reports and pilot results

COSMICUS College

THE NETHERLANDS

A: INTRODUCTION

The Q4I project, which started in December 2012, aims to develop, test and mainstream a quality development approach for schools that includes a strong commitment to innovation and that is based on the participation of all key stakeholders: students, teachers and parents, employers and representatives of local community.

From August 2013, ESHA started the identification of innovative networks and contacted the Entreprenasium foundation. Entreprenasium is a collective of innovative schools that are in the process of implementing an entrepreneurial approach to learning.

Together with the entreprenasium foundation a number of possible pilot schools were identified. In The Netherlands, secondary schools all have a high level of autonomy and therefore, all schools needed to be engaged and convinced personally. On average, each pilot school was visited two times before they agreed to participate in the piloting project.

This report details the meetings reports and pilot phase findings of:

Cosmicus College www.cosmicuscollege.nl Wiite Hertstraat 1 Rotterdam



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B: The piloting phases

The piloting consists of the following phases:

- I: Definition phase: Self-Assessment, defining goals and improvement opportunities
- **II: ACHIEVEMENT PHASE: Sharing experiences and support to innovation processes**
- **III: EVALUATION PHASE: SCHOOL INDIVIDUAL PROJECT WORK**

I: Definition phase: self-Assessment, defining goals and improvement opportunities

The definition phase consists of the following steps:

Meeting 1 – This first meeting is devoted to discovering the school and its quality policies. During this meeting, the needs and problems of the school as well as its resources will be identified.

The aim is to start a dialogue with the key actors of the school about quality management, innovation at school and the actual needs of the school. During this meeting, the people that are involved in the project will be identified.

Meeting report 1

The first meeting was held at March 7, from 9AM to 11AM at the premises of the Cosmicus College in Rotterdam. The participants were: Fred Verboon from ESHA and Ilyas Bagci, director of The Cosmicus College.

The Cosmicus College has been founded by the Cosmicus Foundation in 2006. The foundation's goal is to offer students with a Turkish background a higher education at secondary school level. The reason is that only a relatively small percentage of students with a Turkish background enjoy a secondary education at HAVO/VWO level (= higher general secondary education) in The Netherlands. The school does not offer religious education and is open for all students, with or without a Turkish background

The school started in 2006 with 87 students. Today, the school has 500 students, of which 20% do not have Turkish roots. The school employs 50 staff members, most of which are relatively young.

The Cosmicus College is located near the city centre of Rotterdam in a neighborhood with a high percentage of immigrants. Rotterdam is the second largest city in The Netherlands. The school is housed in a relatively old building

The past few years, the school has implemented a number of innovative projects, like:

- Technasium: technical education for higher general secondary education
- Entreprenasium: education for entrepreneurial people
- Unesco School: global citizenship

The director thinks that some members of his staff may be a bit tired of innovations.

Quality management

Cosmicus has firm commitment to quality management. It has appointed Iris van Erven and Gokhan as quality managers. Both may spend up to 1 day per week on quality management tasks.

The following sources are considered the main input for quality management:

- Lesson observation forms
- Annual evaluation discussions
- Yearly government inspectorate review / evaluation reports
- Satisfaction surveys among staff members, students and parents

The school has drafted an extensive quality calendar that includes activities like: review of the yearly results, goal setting, improvement planning, progress management and reporting,

Goals for the pilot phase

The vision and the mission of the school is “global citizenship”. This vision is clearly communicated at the school premises. At the school there is a very positive atmosphere.

The goals of Education for Global Citizenship

Education for Global Citizenship aims to empower learners to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. It promotes teaching and learning practices that:

- establishes a respectful and inclusive school ethos;
- infuse learner-centred and interactive teaching and learning approaches;
- embed authentic performance tasks (e.g. creating displays on children’s rights, creating peace building programmes, creating a student newspaper addressing global issues);
- draw on globally-oriented learning resources that assist students in understanding a ‘larger picture’ of themselves in the world in relation to their local circumstances (e.g. a variety of sources and media, comparative and diverse perspectives);
- make use of assessment and evaluation strategies that align with the learning goals and forms of instruction used to support learning (e.g. reflection and self-assessment, peer feedback, teacher assessment, journals, portfolios)

The school would like to integrate these themes into the classroom / daily lessons. The school would like to be helped with these objectives. At Cosmicus, the Unesco coordinator is Abdullah Ozer.

Workshop 1 - The initial support is directed to a raise in awareness of school attitude towards quality and innovation through a self-assessment questionnaire (SAQ). The SAQ will reveal strengths, weaknesses, critical situations and opportunities of the existing situation within the school.

The goals for workshop 1 are:

- Appointment of the quality manager or the rector as executive sponsor of the project.
- Fill in the assessment questionnaire. A minimum of 10 reviewers is required with the following profile: People belonging to the management team, the quality manager and other board members.
- Get commitment from the whole team

The workshop:

The agenda for the workshop was:

- Introduction video about the relevance of innovation.
- Presentation about the project
- Q and A and next steps
- Fill in the questionnaire

The work shop was organized at the premises of the school at July 8, 2014 from 14.30 to 16.00 hrs.

The following people parcticipated in the work shop.

- Sieglien Lawtan
- Iris van Erve
- Ilyas Bagci (school head)
- P. Mellendag
- Abdullah Ocer
- Hugo de Groot
- Niels ter Ham
- Mustapha Kasionh

All participants of the meeting are employees of the college and members of the school council. All participants filled in the questionnaire. Mr Bagci, the school head is the executive sponsor of the project.

At July 9, 2014, Fred summarized the results and sent them to Claudio Dondi for evaluation purposes.

Evaluation of the self assessments

The self assessment forms are evaluated by the consortium members of the Q4i project. The characteristics will be part of the diagnostics report.

During the summer period (August) Claudio Dondi analyzed the results. The results are:

1. Positioning the School in its context

The Cosmicus College is a small (around 500 students) upper secondary school located in a relatively poor area of Rotterdam. Most students have Turkish background and most of the 50 teachers are young and fully aware of the school challenge. From the replies to the questionnaires it is not clear if the school is private-non profit or public, but it is certainly informed by public interest ethos. Most respondents state that the school is partially autonomous in its decisions, but replies diverge on the level of involvement in innovation initiatives undertaken by public authorities at the different levels, although Entrepresianum and other Project names are mentioned by some respondents.

2. Institutional development and management processes

All respondents agree that the school has clear strategic development lines, but they are not fully implemented; after this level of agreement, opinions start to diverge on many issues (existence of measurable objectives, coherence of activities with strategic plan, awareness of staff of strategic objectives, management's orientation towards participative leadership), also on points that should be objectively observable. This may be the symptom of a serious implementation gap and/ or an insufficient communication between the leading group and the rest of the respondents, probably extended to the rest of the staff.

It is clear that the school has recognised strengths, for example in individual attention to students emotional well being and involvement of students in the evaluation of the school performance, but some other points seem to be less developed: teachers' feeling not to have time to innovate, internal reviewing of strategy results, limited and occasional involvement of external stakeholders in decision making. Attention should be given to the teachers' resistance

to change. Although there is no indication in the questionnaire, this may be the underlying reasons.

Replies show that the school may have some formal quality assurance procedures in place, but mainly linked to external requirements; the link between the relevant content and tension towards innovation and quality assurance does not seem to be established yet.

3. Quality Assurance practices in the educational processes

In this area, strengths seem to prevail on weak points, the School is taking care of its students in a personalised and open way, the evaluation praxis includes individual tools to develop autonomy, teachers create their own learning materials and frequently collaborate among them. Working processes are documented and an improvement plan is in place, feed-back from stakeholders is collected and used, teachers are used to practice self-evaluation. It is not clear from the replies if a Quality Manager exists in the school, but a lot of substantial quality assurance is practiced in the didactical area.

4. Innovation priorities and processes

The school has defined several innovation priorities, spanning from teaching methods to the use of ICT in learning and the development of entrepreneurial skills; further qualification of teachers and the organisation of extra-school activities are also mentioned by at least three respondents each. The school seems committed to develop active citizenship competences, but is not yet fully experienced in the recognition of learning outcomes achieved informally; the use of ICT for learning seems to be quite developed and integrated in the teaching and learning routine. The school seems to have a strong record in intercultural skills development, both for its own students profile and in terms of international cooperation; creativity is encouraged but the high level of individualisation seems to be more focused on integration than on talent development of each student.

5. Assessment, monitoring and improvement

As for section 2, although it is obvious that some positive and coherent practices are in place (e.g. involvement of students, parents and local community in the monitoring of school performance), strong divergence of opinions exists on the performance indicators, their monitoring and their actual use for decision making. The picture is mainly good, but some respondents seem not to be fully aware, still pointing to some limits in internal communication

6. Role of stakeholders/peers in QA

The College seems to have a full battery of instruments and existing practices to collaborate with stakeholders and particularly enterprises and other education institutions. It is not clear,

however, is this is seen as part of a Quality Assurance approach or as a set of routines established since the (recent) creation of the School.

7. Preliminary conclusions and recommendations

The Cosmicus College appears to be an ideal school in terms of participation in Q4i: it is much stronger in the field of innovation than in that of formalised Quality Assurance, but has in place a lot of –maybe- not fully integrated quality assurance practices that are functional to continuous improvement of educational performance.

The appointment of a Quality Manager, the establishment of stakeholders-transparent performance indicators and the improvement of internal communication procedures are, at first sight, the main recommendations to be formulated to this dynamic and mission oriented School.

Workshop 2 – In this workshop the facilitator presents to the school staff the diagnostics report and the Q4i Model based on 4 engines in the Innovation process.

After these two presentations, the facilitator will support / guide the school staff to define and develop the desired and agreed goals, considering the school context. At the end of the workshop, all the aspects of the piloting process will be explained in detail and the school first draft of strategy based on innovation will be defined. First activities will be planned.

The objectives of work shop 2 are:

- Presentation of the diagnostic report including the Strengths and weaknesses, critical situations and opportunities.
- Comparison of results with other schools that are doing the pilot.
- Definition of improvement: What are the improvement actions arising from the diagnosis made. Picking the engine of change and scope (Appendix 1 / Table 1)
- Prioritization of improvements.
- Definition of the members of the school community involved: (staff, students, parents)
- Definition and planning improvements (Appendix 1 / Table3)
- Allocation of resources and responsables to coordinate the implementation of the improvements.

II ACHIEVEMENT PHASE: Sharing experiences and support to innovation processes

Learning from each other is a core principle of innovation in schools. Q4i fosters collaboration among the participants and promotes the network among key stakeholders of school innovation. All the participating schools will be connected to the Q4i network, and will be the pioneers of the innovation network.

The achievement phase consists of the following activities:

Implementation of defined activities of work shop 2 - The actual implementation of the defined activities will be done by the individual school.. This phase will last 10 weeks, from September 2014 to February 1st , 2015

The project pilot results:

Implementing Global Citizenship Education (GCE) at the Cosmicus College influences the whole curriculum and cannot be done overnight. The specific objectives during the pilot phase are:

- Draft a project plan for implementation of GCE including:
 - An overview of organisations that have developed relevant curriculum materials.
 - A proposed implementation scenario
- A portal for staff members to be inspired by and share relevant documents.

Both the portal and the project plan have been produced.

The project plan can be given at request.

The project portal can be found here:

<http://eshacommunity.wikispaces.com/Global+Citizenship>

The project plan outlines the next steps for the Cosmicus College in order to fully implement Global Citizenship Education at their college

III EVALUATION PHASE: appreciating achievements

In the final phase of the pilot, schools are expected to contribute through evaluation of their achievements as compared to those of the other pilot schools and, of course, with the expected outcomes. School will find inspiration on improving results and innovating processes, through cooperation with schools of their own national group and schools from Q4I Schools Network. School feedback regarding the quality and effectiveness of the support received during the Pilot will help the Q4I team to improve the components of the Q4I initiative in the future. This is the time for a comprehensive review of the situation and the definition of a strategy for the time to come.

This phase consists of the following steps:

Using the project portal.

the staff members of the college are committed to implementing Globla Citizenship Education at their premises. The portal will be used by all interested staff members. The address of the portal is: <http://eshacommunity.wikispaces.com/Global+Citizenship>

Quantitative and qualitative assessment.

The Q4I reports have given the management and the staff of the Cosmicus College insight into the Q4I model and their own school with respect to quality management aspects.

The Q4I analysis of the Cosmicus College has shown that there are aspects that can be improved. However, in general, the Cosmicus College is ready for innovation projects. Together with the management, the staff decided to focus on Global Citizenship Education, the fourth engine of change.

During the pilot phase, a project plan was written and the portal was built. The implementation of GCE will most likely take over two years. However, the Q4I methodology proved a succesfull model because it analysed the major dependencies for succesfull innovations.

ANNEX 1: SUPPORT TABLES

The engines of change	
	<i>INTERCULTURAL LEARNING SKILLS</i>
4	<p>Inter-cultural learning skills Schools have a role to play in the development of an intercultural society equipping pupils with intercultural skills essentials to appreciate the richness of diversity of culture but also to raise their awareness of their own culture. Who is only familiar with his own culture does not really know it.</p> <p>The Cosmicus college decided to implement Global Citizenship Education. GCE is a integral part of their identity and will enrich the college's curriculum. The implementation of GCE will most likely take about 2 years</p>

TABLE 2: TRANSFORMATION MAP. THE FOUR SCOPES

The defined areas of improvement are:

Areas of improvement	
1	<i>SCOPE OF CURRICULUM DEVELOPMENT AND METHODOLOGY</i> Teaching-learning process, teaching practice in the classroom, teaching materials and resources, technical criteria and assessment tools
4	<i>SCOPE OF PROFESSIONAL DEVELOPMENT AND TRAINING</i> Staff professional training needs

During the pilot phase, a number of best practices have been identified as well as relevant curriculum materials of Oxfam in the UK, The college will most likely discuss the project plan and plan a study visit a school in the UK.

Global Citizenship Education is relevant for the whole school and will be integrated in the whole curriculum. Therefore, all staff members need to be trained. The portal that has been produced as a part of the pilot phase, can be regarded as a starting point for self study. Next to this self study, Oxfam has developed relevant training courses.

Q4I Meeting reports and pilot results

DINGSTEDE College

THE NETHERLANDS

A: INTRODUCTION

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Together with the entreprenasium foundation a number of possible pilot schools were identified. In The Netherlands, secondary schools all have a high level of autonomy and therefore, all schools needed to be engaged and convinced personally. On average, each pilot school was visited two times before they agreed to participate in the piloting project.

This report details the meetings reports and pilot phase findings of:

Dingstede College www.dingstede.nl Gerard Doustraat 13 Meppel



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B: The piloting phases

The piloting consists of the following phases:

- I: DEFINITION PHASE: Self-Assessment, defining goals and improvement opportunities
- II: ACHIEVEMENT PHASE: Sharing experiences and support to innovation processes
- III: EVALUATION PHASE: School individual project work

I: Definition phase: self-Assessment, defining goals and improvement opportunities

The definition phase consists of the following steps:

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The aim is to start a dialogue with the key actors of the school about quality management, innovation at school and the actual needs of the school. During this meeting, the people that are involved in the project will be identified.

Meeting Report 1

The first meeting was held at February 12, 2014 at Dingstede's premises in Meppel. The participants of the meeting were Koos Neuvel, director from Dingstede and Fred Verboon from ESHA.

Dingstede is a relatively large and affluent secondary school in Meppel. The school offers secondary education at middle and higher level. (MAVO, HAVO and Atheneum) The school employs about 120 staff members and offers education to approximately 1,300 students.

Meppel has 31,000 inhabitants and is located in a semi-rural area about 100km from Amsterdam. The population is predominantly white.

The vision and identity of the school is: 'Eye for differences' in which communication and 'every one counts' are key themes. The school is based upon Christian principles on which it bases its codes of conducts and believes.

Innovations:

In recent years, Dingstede has implemented the following innovative programs:

- Technasium. Technical education for general secondary schools
- Entreprenasium: Entrepreneurial education

Quality management.

The school has a proactive quality management approach. The school uses the following sources for its quality management activities:

- Questionnaires among students
- Parents opinions in discussion groups
- Feedback from local community (companies and institutions)
- Government inspectorate reviews

All feedback will be discussed with the teachers, team leaders and the management of Dingstede.

The school is part of the Association of Protestant Christian Secondary Education for Meppel and surrounding communities (PCVOM).

The management consist of the director, Koos Neuvel and the managers of:

- MAVO and Havo junior years: Mw N. De Jonge
- HAVO and Atheneum junior years: Mw M. Sijbom
- HAVO and Atheneum senior years: Mw J.E.M. Hofland

The pilot objectives:

The school has two councils and a board. The councils are the student council and the school council. The school council is influential and very conservative. In the recent past, this has lead to questions about the innovative projects of the management.

One of the goals of the pilot is to research to what extend the school is ready to innovate. Does the school council support the innovative nature of the implemented projects? To what extend is innovation a part of the school's identity and strategy? The school management would also like to have insight into the organisational and emotional intelligence of its staff members and council members.

The school's quality management consists of a short term program to monitor and improve results and a medium to long term program to develop and to innovate the didactic strategy and repertoire of the teachers. Individual coaching, team-coaching and very important, section

coaching should help to develop ownership. Goal is to create a culture in which pro activity ownership and leadership is dominant and prevailing.

The school at this moment has no specialized quality manager. The quality management is seen as a way of working for every teacher or manager.

Long term objectives for the school are:

- sustainability and further improvement of results
- to stimulate and give way to excellence of students and teachers
- to change the dominant traditional way of working of teachers and students to a way of working in which the so called 21ste century skills are dominant. Term of achievement is 4 years.

Short and long term objectives are translated in staff member's annual performance objectives by the end of June 2014. Members of the school board are three (3) team leaders education (already mentioned above), one team leader for the support activities for the management and the teachers and myself.

Workshop 1 - The initial support is directed to a raise in awareness of school attitude towards quality and innovation through a Self-Assessment Questionnaire (SAQ). The SAQ will reveal strengths, weaknesses, critical situations and opportunities of the existing situation within the school.

The goals for workshop 1 are:

- Appointment of the quality manager or the rector as executive sponsor of the project.
- Fill in the assessment questionnaire. A minimum of 10 reviewers is required with the following profile: People belonging to the management team, the quality manager and other board members.
- Get commitment from the whole team.

Evaluation of the self assessments

The self assessment forms are evaluated by the consortium members of the Q4i project. The characteristics will be part of the diagnostics report.

PRELIMINARY RESULTS OF DATA ANALYSIS – QUESTIONNAIRES OF DINGSTEDE COLLEGE

1. Positioning the School in its context

Dingstede College is a public school that offers Secondary Education at middle and higher level. It is located in a semi-rural/semi-urban context in the town of Meppel. According to the respondents the school is partially autonomous in its decision making, as well as frequently active in innovation initiatives taken at regional/national/European level.

2. Institutional development and management processes

The majority of the respondents agree that the school has a strategy plan, but it is not fully implemented. Equally the most of respondents concluded that the school's objectives and expected results are partially clearly defined and measurable. In terms of school's annual activity plans, the answers show that these plans are in line with the strategy plan of the school. Both the school and its strategy plan are not reviewed by peers. In Dingstede College neither the school management nor the management plan is reviewed on an annual base.

When it comes to decision making concerning strategic objectives, the school does not regularly involve internal and external stakeholders. In contradiction to the above the majority of the respondents state that the Quality Assessment system is only partially in place. This answer may refer to the fact that the school has not appointed a specialised quality manager.

In turn there is a mixed response when it comes to the awareness of the staff members concerning the strategic objectives. Half of the respondents believe that staff participation and commitment are not satisfactory, the other half states that there is substantial participation and support. Responses are equally divided in two when it comes to the intention of the school to put learners at the centre of its strategy and classroom activities. Half of the responses agree that yes, this happens on paper, while the other half think that this happens on paper and, to a large extent, also in practice. On the other hand the vast majority of the respondents state that the school recognizes the importance of emotional well being of students on paper and, to a large extent, in practice.

Furthermore teachers are neither rewarded for performances above the average, nor can learners influence the rating of their teachers. In contract in Dingstede College the majority of teachers have personal development plans and the school offers them teacher training for professional, but not for personal development. Finally responses are again equally divided concerning the school's Management and its participative leadership practice.

3. Quality Assurance practices in the educational processes

Replies show that the school does not have a dedicated quality manager. Teachers partially use diagnostic evaluation testing for their students and partially plan their teaching systematically by setting specific annual learning objectives for their students or for their teaching unit. With regard to the evaluation whether the teaching and learning objectives were met an unclear and rather mixed picture has been obtained, which does not allow conclusions.

Only once a year teachers urge their students to get involved with the design and the evaluation of school activities that affect them. The adoption of an interdisciplinary approach for the design of educational activities from teachers happens again once a year. On the other hand they occasionally create and/or re-organize original education material and they frequently cooperate with other teachers. As far as the self evaluation of their students is concerned, teachers sometimes propose a portfolio evaluation or self-evaluation models to their students, both activities are however personal choices of the teachers and not rooted in school. The responses concerning the use of specific models for the evaluation of their educational work in order to measure the achievement of drawn objectives for each phase of educational activities and for each educational period are equally divided into two. Half of the respondents say “yes, but this is under the teachers’ responsibility”, while the other half says “no”. Although Dingstede College has an improvement plan in place, working processes are only partially formally documented. The replies when asked the collection and use of the stakeholders’ feed-back vary from “collected, but seldom used” to “yes, collected and used”.

4. Innovation priorities and processes

When it comes to innovation at Dingstede College a rather mixed picture is provided. The respondents are discordant whether the school has clearly defined its innovation priorities for the next years. Most respondents would focus on i) innovating the teaching alongside with ii) the assessment and evaluation methods in place. Equally important are iii) the use of ICTs in teaching and learning and iv) the entrepreneurial skills of the students.

The College is furthermore partially addressing the field of competence development and recognition. The school especially fosters the competence to learn alongside with the active citizenship of its pupils. According to the respondents of the survey problem solving, team working and social competences are less pronounced. The College has partially implemented a strategy to recognise student’s diversity and build on it to develop effective teaching and assessment approach. The same is true for a strategy to recognise learning outcomes achieved informally and out of the school environment.

On the other hand the school offers Internet access to all students and they students are also allowed to use personally owned devices such as smartphones, laptops, tablets etc for learning purposes. ICTs are used for a wide range of purposes. They are frequently used to create new content/teaching material for lessons, to prepare exercises and tasks for students and to post homework that students will access out of school as well as to access existing teaching materials for lessons. Wikis, blogs, podcasting and social networking are less frequently used at Dingstede College.

The respondents of the survey agreed that aspects around inter-culturality could be further improved. The school currently does not apply a defined strategy to cope with the cultural diversity of its learners and does not explicitly promote intercultural communication skills amongst teachers and students.

In the area of creativity and innovation the school partially fosters a culture within which people are encouraged to try new ideas and feel motivated to make suggestions. The school encourages and rewards creativity and innovation of teachers and students partially. The same is true for the personalization of learning pathways in order to support individual interests and talents as well as the international mobility of students.

5. Assessment, monitoring and improvement

According to the respondents, Dingstede College has defined a set of key performance indicators. When it comes down to monitoring these indicators on a regular base, there is a contradiction in the answers. Although the majority replies that the monitoring is partially done, the next popular answer with very little difference is that the monitoring is a common practice in school life. The input collected from the above described monitoring activity comes from teachers and employers and not so much from students or governing bodies. The majority of the respondents replied that they use the partially use the results of monitoring and assessment in terms of decision making.

6. Role of stakeholders/peers in QA

The respondents at Dingstede College are equally divided when asked about the existence of an overall strategy to collaborate with the local community. The school partially involves parents and representatives of the local society in its activities. The same attitude is adopted from the school for the cooperation with enterprises and other educational institutions (e.g. universities, museums, libraries etc). They may promote such cooperation on an ad-hoc basis when it serves best the school's actual needs. When it comes to student's voluntarism, so as they learn to help other people and are encouraged to build up knowledge in a practical field, Dingstede partially promotes that.

7. Preliminary conclusions and recommendations

The school and the staff of Dingstede College are in general well aware about the importance of quality management processes and innovative approaches in teaching and learning, nevertheless there is still room for improvement. It is recommended to pay more attention to external and internal communication and shared ownership of the strategy, since not everybody seems to be equally aware and committed to the school quality and innovation goals. Those improvements may include the appointment of a dedicated quality manager (or group), and a deeper and more systematic involvement of all stakeholders of the school in the assessment, monitoring and improvement processes.

This may call for even more strengthening the existing proactive quality management approach utilising questionnaires for students, discussion groups for parents and feedback collection from the local community. Especially students should be more encouraged to involve them in the design and evaluation of school activities that affects them.

Dingstede College is especially strong in the inclusion of Information and Communication Technologies (ICTs) in daily teaching and learning practices. Key competences for lifelong learning are also strongly recognised and fostered.

A slightly more fragmented, nevertheless still positive picture is drawn when looking at creativity and innovation of its teachers and learners. The positive approaches at Dingstede College could be even further expanded e.g. by dedicated reward systems and the gradually implementation of personalised learning paths.

The development of inter-cultural skills, diversity management and international partnerships should finally become an additional focus of Dingstede College, an area in which a certain fragmentation seems to exist.

Workshop 2 - in this workshop the facilitator presents to the school staff the diagnostics report and the Q4I Model based on 4 Engines of Change in innovation processes.

After these two presentations, the facilitator will support / guide the school staff to define and develop the desired and agreed goals, considering the school context. At the end of the workshop, all the aspects of the piloting process will be explained in detail and the school first draft of strategy based on innovation will be defined. First activities will be planned.

The objectives of work shop 2 are:

- Presentation of the diagnostic report including the Strengths and weaknesses, critical situations and opportunities.
- Comparison of results with other schools that are doing the pilot.
- Definition of improvement: What are the improvement actions arising from the diagnosis made. Picking the engine of change and scope (Appendix 1 / Table 1)
- Prioritization of improvements.
- Definition of the members of the school community involved: (staff, students, parents)
- Definition and planning improvements (Appendix 1 / Table3)
- Allocation of resources and responsables to coordinate the implementation of the improvements.

Workshop 1 was organized at the premises of the school at July 17 in Meppel.

Conclusions and focus:

The Dingstede College is an innovative college. Despite their interest in and embedding of innovative programs, it has not lead to a substantial improvements of the learning outcomes.

On average 50% of all learners do not graduate in the regular term of 5 or 6 years. They spend at least one additional year at school. In The Netherlands, this is an average performance for secondary education colleges.

After, the Q4i work shop, the school decided to focus on improving the learning environment and long term learning outcomes of the school. The school....

- participated in the The OECD Teaching and Learning International Survey (TALIS) is a large scale international survey that focuses on the working conditions of teachers and the learning environment in schools
- hired a consultant to manage this transition

From a management perspective the school decided to focus on two objectives:

1. From an organisation perspective: assign subject team heads that will be responsible for the improvement of the learning outcome on a long term. Each subject team (eg: the team that lectures French, has a team manager. This manager will be responsible for the long term learning outcome.
2. From a pedagogic perspective: implement entrepreneurial learning as a way to further improve the learning outcome and implement a learner focussed approach to learning.

Inform all staff of the school- In this phase, the results of the ongoing project is presented to all school personnel, announcing the project.

The dean, Koos Neuvel has informed his staff about these decisions on Friday December 19th, 2014.

II ACHIEVEMENT PHASE: Sharing experiences and support to innovation processes

Learning from each other is a core principle of innovation in schools. Q4i fosters collaboration among the participants and promotes the network among key stakeholders of school innovation. All the participating schools will be connected to the Q4i network, and will be the pioneers of the innovation network.

The achievement phase consists of the following activities:

Implementation of defined activities of work shop 2 - The actual implementation of the defined activities will be done by the individual school. During this phase, the Q4i consultant will plan two Skype meeting to track the results and identify possible problems. This phase will last 10 weeks, from March 1st, 2014 to May 15th, 2014.

During this phase, the schools will be supported on line and have access to an online community with which they can interact with all the pilot schools in Europe. The portal will be published at: <http://portal.opendiscoveryspace.eu/beta/community/quality-innovation-european-schools-401781>

The school has decided to spend at least two years for the implementation as described in previous paragraph. The school has decided to take two years because the proposed changes are fundamental changes to the school's pedagogical practices and are vital for the long term success of the school.

A dedicated external consultant has been appointed to implement the changes.

III EVALUATION PHASE: Appreciating Achievements

The proposed changes will be implemented in 2015 and 2016. The achievement phase will therefore be outside of the scope of the Q4i project.

The findings of the Q4i assessments were cross checked by the Talis project of the OECD and the external consultant. The results of the Q4i assessment is in line with both other assessments and will ultimately lead to an improved learning environment.

The aim of the Q4i project pilot at Dingstede College was to validate the Q4i model. From the pilot the following conclusion are validated:

1. The success of a innovation depends on the readiness and willingness of the school's management and teaching staff.
2. The above mentioned conclusion partly validates the Q4i approach of quality management. In this light, the pilot can be seen as a successful pilot

ANNEX 1: SUPPORT TABLES

TABLE 1: TRANSFORMATION MAP. THE FOUR ENGINES OF CHANGE

The four engines of change: 21 st century skills map	
	<i>KEY COMPETENCES</i>
1	Key competences for lifelong learning should become a pillar of school education achievements, and in particular the learning to learn competence should be a main focus of efforts. This first engine is useful to set the basic learning outcomes that will give pupils tools to become active learners and have an active citizenship. The lifelong learning competencies are then involved in the development of other skills that, in turn, reinforce basic competencies.
	<i>ICT</i>
2	The use of ICT to support learning processes and to integrate the informal learning of digital natives should become an integral part of school education, considering the specific value of ICT in supporting the acquisition of key competences and learning/working processes. ICT can play a fundamental role on innovation, allowing a direct flow of information to the school head, teachers and administrative staff about the pertinence of used methods. On the other hand, ICT enormously increase transparencies of processes thus giving its contribution to raise the level of quality.
	<i>CREATIVITY AND INNOVATION</i>
3	Creativity and innovation attitudes and skills. Creativity should be understood as a factor interacting in all areas, required for our personal fulfilment, fundamental in making innovation possible in each area, and essential for a social dimension that allows inter-cultural positive interactions.
	<i>INTERCULTURAL LEARNING SKILLS</i>
4	Inter-cultural learning skills Schools have a role to play in the development of an intercultural society equipping pupils with intercultural skills essentials to appreciate the richness of diversity of culture but also to raise their awareness of their own culture. Who is only familiar with his own culture does not really know it.

TABLE 2: TRANSFORMATION MAP. THE FOUR SCOPES

<i>Areas of improvement</i>	
1	<i>SCOPE OF CURRICULUM DEVELOPMENT AND METHODOLOGY</i>
	Teaching-learning process, teaching practice in the classroom, teaching materials and resources, technical criteria and assessment tools
2	<i>ORGANIZATIONAL AND OPERATING SCOPE</i>
	Coordination of teaching teams, grouping, time organization and performance standards
3	<i>COMMUNITY SCOPE</i>
	Relations within the school and relationships between families and environment
4	<i>SCOPE OF PROFESSIONAL DEVELOPMENT AND TRAINING</i>
	Staff professional training needs

Q4I Meeting reports and pilot results

HONDSRUG COLLEGE

THE NETHERLANDS

A: INTRODUCTION

The Q4I project, which started in December 2012, aims to develop, test and mainstream a quality development approach for schools that includes a strong commitment to innovation and that is based on the participation of all key stakeholders: students, teachers and parents, employers and representatives of local community.

From August 2013, ESHA started the identification of innovative networks and contacted the Entreprenasium foundation. Entreprenasium is a collective of innovative schools that are in the process of implementing an entrepreneurial approach to learning.

Together with the entreprenasium foundation a number of possible pilot schools were identified. In The Netherlands, secondary schools all have a high level of autonomy and therefore, all schools needed to be engaged and convinced personally. On average, each pilot school was visited two times before they agreed to participate in the piloting project.

This report details the meetings reports and pilot phase findings of:

Hondsrug College www.hondsrugcollege.nl Emmalaan 25 Emmen



Education and Culture DG

Lifelong Learning Programme



Q4i
Quality for Innovation in European Schools
Project N° : 527906-LLP-1-2012-1-ES-COMENIUS-
CMP



B: The piloting phases

The piloting consists of the following phases:

- I: Definition phase: Self-Assessment, defining goals and improvement opportunities
- II: **ACHIEVEMENT PHASE: Sharing experiences and support to innovation processes**
- III: **EVALUATION PHASE: SCHOOL INDIVIDUAL PROJECT WORK**

I: Definition phase: self-Assessment, defining goals and improvement opportunities

The definition phase consists of the following steps:

Meeting 1 – This first meeting is devoted to discovering the school and its quality policies. During this meeting, the needs and problems of the school as well as its resources will be identified.

The aim is to start a dialogue with the key actors of the school about quality management, innovation at school and the actual needs of the school. During this meeting, the people that are involved in the project will be identified.

March 18, 2014.

The meeting was held at the premises of the Hondsrug College in Emmen. Emmen is a mid sized city in the region Drenthe in the east part of the Netherlands. Emmen's population is about 100.000 people.

The Hondsrug college offers a wide variety of secondary educations, varying from basic vocational education to pre university and even education for gifted children.

The Hondsrug college has an experienced staff of 180 teachers and 45 other staff. Over 2000 learners study at The Hondsrug College.

The Hondsrug derives its identity from the following characteristics: Quality, Innovation and Security. These three characteristics are the central themes in the school plan, the team plans and the individual staff member's evaluation and personal development plan.

The Hondsrug college is divided in three sections:

- Vocational education
- General education MAVO, HAVO and VWO (middle, higher and pre university levels)
- Management

All sections are managed by team leaders, who are responsible for a part of the three sections.

The responsibility for quality management is shared among several teachers within the school. The teachers with quality management tasks measure the quality of their area with two sources. Questionnaires that are being filled in by students and parents and feedback from the government inspectorates and also quality parts from the administration system. The quality managers advise the management about possible improvements. The school does have an overall quality management plan. The school is a leading innovative school in The Netherlands. Almost all students use an Ipad, most content is digitized. The college has implemented the following innovative programs:

- Entreprenasium: education for entrepreneurial students
- Technasium: technical education for MAVO/HAVO/VWO classes
- Pulse On. Personalised learning based upon Meta data.
- Ipad education: most subjects are taught with Ipads.

PulseOn is a program for the path to personalized learning. Personalized learning is defined as the unique learning path for every student, based on the student's goals, progress and passion. Hondsrug is one of the founding partners of the PulseOn initiative. More information can be found at www.pulseon.nl. Personalized learning may revolutionize learning because education can actually be tailored to the needs of the individual students instead of the schools organization and class rooms.

Due to the highly innovative nature of the school, there is a need to assess the school's readiness for innovation. The director would like to have insight into:

- The abilities / readiness of the staff,
The vision of the school council and its accordance with the schools vision and strategy
- The staff's resistance to change.

The next meeting will be organized within two weeks and will include the management, some teachers with quality management tasks and people from the school council.

Workshop 1 - The initial support is directed to a raise in awareness of school attitude towards quality and innovation through a self-assessment questionnaire (SAQ). The SAQ will reveal strengths, weaknesses, critical situations and opportunities of the existing situation within the school.

The goals for workshop 1 are:

- Appointment of the quality manager or the rector as executive sponsor of the project.
- Fill in the assessment questionnaire. A minimum of 10 reviewers is required with the following profile: People belonging to the management team, the quality manager and other board members.
- Get commitment from the whole team

Notes Work shop 1:

The agenda for the workshop is:

- Introduction video about the relevance of innovation.
- Presentation about the project
- Q and A and next steps
- Fill in the questionnaire

The work shop was organized at the premises of the school at April 7, 2014 from 15.00 to 16.30 hrs.

The following people participated in the work shop.

- Jd.vandertuuk@hondsrugcollege.nl
- Je.vanniejenhuis@hondsrugcollege.nl
- Sw.schelwald@hondsrugcollege.nl
- h.hofma@hondsrugcollege.nl
- rjf.damhuis@hondsrugcollege.nl
- r.albring@hondsrugcollege.nl
- k.versteeg@hondsrugcollege.nl
- c-westerman-den Hertog@hondsrugcollege.nl

All participants filled in the questionnaire. The principal, Kees Versteeg will ask some additional staff members to fill in the questionnaires. Kees Versteeg is the executive sponsor of the project.

Evaluation of the self assessments

The self assessment forms are evaluated by the consortium members of the Q4i project. The characteristics will be part of the diagnostics report.

PRELIMINARY RESULTS OF DATA ANALYSIS – QUESTIONNAIRES OF HONDRUG COLLEGE

1. Positioning the School in its context

The Hondrug College is a rather large education institution located in a rural region of the Netherlands, but in an urban context. Its 180 teachers (and 45 other members of staff) provide a wide variety of secondary education to over 2000 learners. The school is public, largely autonomous in its decisions and frequently active in innovation initiatives taken at national or European level.

2. Institutional development and management processes

The school has a strategic development plan that most of respondents declare to know, although opinions diverge on its level of implementation, the majority saying that it is only partially implemented. A similarly positive, but not unanimous judgment is given on the coherence between the concrete action lines and the strategic objectives, the clarity of expected results and the practice of peer-reviewing, well established according to respondents. As a whole, the strategy seems to be well known by all the staff, although the level of direct involvement is defined as improvable. The school systematically involves stakeholders in decisions concerning strategic objectives, although the opinions diverge on the impact of this process.

The school seems to have adopted a learner-centered approach and to fully recognize the importance of emotional well-being of students, while some doubts emerge on the rewarding of teacher good performance and the personal development opportunities for teachers. It is not completely clear from the replies if students can or cannot influence the evaluation of teachers, it would be useful to explore further this aspect of internal evaluation.

3. Quality Assurance practices in the educational processes

The school has a quality manager (although one respondent does not seem to know!), and has an improvement plan in place, processes are documented and feed-back collected is used. However, when it comes to daily educational practices the picture becomes more confused, specific learning objectives are seldom defined for learning units, evaluation frequency seems to diverge from one teaching area to the other, as well as the involvement of students in the design and evaluation of learning activities. Although collaboration among teachers is frequent, the interdisciplinary approach to design of learning activities seems to be more a review conducted once a year than a current practice in view of competence development.

There seems to be room for more collaboration and mutual learning within the different units of the school to guarantee a more integrated and coherent implementation of the quality approach. On many positive educational practices that are frequent in the school replies show that it is not clear if they are the result of individual teachers' initiative or part of a school policy, a symptom of not full awareness of school policy by all the teachers or doubts on its outreach.

4. Innovation priorities and processes

The school seems to have a solid vision of its innovation objectives, including the development of key competences, recognition of outcomes of informal learning, and diversity management. It also seems to pay attention to the value of ICT for several learning/teaching/communication activities, but does not offer internet access to its students; the situation needs to be analysed, in this area, with more granular and qualitative information to identify best practices and spread them, when possible, from one teaching unit to the others.

On inter-cultural skills development and international cooperation replies are systematically divergent, showing the existence of significant differences among the different units of the school and the likely need to focus more on the development of inter-cultural communication skills; the rural nature of the region may partially explain the relatively low attention paid to the issue by a school that, in many other regards, seems quite innovative and diversity-aware.

Attention to creativity and innovation of students and teachers seems to be a recognised strong point of the school, especially regarding the personalization of learning paths.

5. Assessment, monitoring and improvement

The Hondsrug College, according to the replies, seems to be an example to be followed in this area, having defined and constantly monitoring a set of key performance indicators in a participatory process.

6. Role of stakeholders/peers in QA

Collaboration with the local community seems to be an area of possible improvement, while the relationship with enterprises and other educational institutions is well developed, according to the replies received.

7. Preliminary conclusions and recommendations

The Hondsrug College appears to be a well oriented school with clear vision and well established quality and innovation support practices, some of which may represent a benchmark for other schools nationally and internationally. At a general level it is recommended to pay more attention to internal communication and shared ownership of the

strategy, since not everybody seems to be equally aware and committed to the school quality and innovation goals.

More specific recommendations regard the areas of ICT (where the full potential does not seem to be exploited) and the development of inter-cultural skills and international partnerships, area in which a certain fragmentation seems to exist. Also in the area of quality of educational practices, where excellence points seem to exist within the school, an effort to generalize good practice is recommended.

Discussion on priorities.

The findings were discussed with the management of the college. The management and the piloting team agreed that the school has a well deserved innovative image. The defined priority for phase 2 is:

- Implementation of current innovation priorities and programs (specifically the involvement and commitment of teachers)

II ACHIEVEMENT PHASE: Sharing experiences and support to innovation processes

Learning from each other is a core principle of innovation in schools. Q4i fosters collaboration among the participants and promotes the network among key stakeholders of school innovation. All the participating schools will be connected to the Q4i network, and will be the pioneers of the innovation network.

The achievement phase consists of the following activities:

Implementation of defined activities

The school focused on the commitment and uptake of current technological innovations.

During the summer time in 2014, the school has hired over 25 new teachers.

The school has successfully recruited teachers with a technology savvy profile.

These teachers were recruited with the specific objective to commit to the current and new innovative programs.

III EVALUATION PHASE: appreciating achievements

Workshop 3 – This work shop was held at January 13, 2015 and was devoted to a reflection of the innovation activities implemented since the last workshop. The school has implemented a number of innovative programs in the past few years. Workshop nr 1 showed that the innovative image of the school is well deserved. However the uptake and the commitment of teachers could be improved.

During Phase 3, the school has successfully recruited over 25 new teachers with a tech savvy profile. These teachers have fire started the innovations and have become good practices for the relatively large teaching population at the Hondsrug College.

What is the learning for the Q4i project?

The findings of the Q4i assessments have not lead to new innovations or insights for the school. However, the findings did underpin the directions of the school and priority setting.

The aim of the Q4i project pilot at Hondsrug College was to validate the Q4i model. From the pilot the following conclusion are validated:

The success of a innovation depends on the readiness and willingness of the school's management and teaching staff.

The above mentioned conclusion partly validates the Q4i approach of quality management. In this light, the pilot can be seen as a successful pilot

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	Relations within the school and relationships between families and environment
4	<i>SCOPE OF PROFESSIONAL DEVELOPMENT AND TRAINING</i>
	Staff professional training needs

TABLE 3: DEFINITION AND PLANNING OF THE IMPROVEMENTS

SCHOOL DATA

SCHOOL	Hondsrug College		
CITY	Emmen		
COURSE			
PILOT COORDINATOR	Kees Versteeg		

IMPROVEMENTS, ENGINES AND SCOPES

	IMPROVEMENTS	ENGINES OF CHANGE*	SCOPE WHERE THE IMPROVEMENT WILL TAKE PLACE**	GROUP OBJECT / EDUCATIVE LEVEL
1	Uptake and commitment of teachers	ICT	ADCM	Teacher/ classroom level
2				

* ENGINES OF CHANGE

1. Key competences
2. ICT
3. Creativity and innovation
4. Intercultural learning skills

Choose one or several

** SCOPE WHERE THE IMPROVEMENT WILL TAKE PLACE:

ADCM: Scope of curriculum development and methodology

AOFU: Organizational and operating scope

ACOM: Community scope

APFO: Scope of professional development and training

DESCRIPTION AND IMPROVEMENTS PLANNING

	IMPROVEMENT (1)	RESPONSIBLES (2)	SPECIFIC OBJECTIVES (3)	ACTIVITIES (4)	RESOURCES (5)	METHODOLOGY (6)	SCHEDULE (7)	IMPROVEMENT ASSESSMENT (8)
1	Improve uptake and commitment of teachers for current innovative approaches	Dean	Appoint tech savvy teachers and lighthoyuse wins and reference points for the teachers community	Training, hiring, advocating	HR dept	Hiring and recruiting	Summer time 2014	Number of teachers using the online learning platform. Number of teachers creating and publishing digital learning content

Q4I Meeting reports and pilot results

ROLAND HOLST College

THE NETHERLANDS

A: INTRODUCTION

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Together with the entreprenasium foundation a number of possible pilot schools were identified. In The Netherlands, secondary schools all have a high level of autonomy and therefore, all schools needed to be engaged and convinced personally. On average, each pilot school was visited two times before they agreed to participate in the piloting project.

This report details the meetings reports and pilot phase findings of:

Roland Holst College www.arhc.nl

Jonkerweg 31

Hilversum



**roland holst
college**

B: The piloting phases

The piloting consists of the following phases:

- I: Definition phase: Self-Assessment, defining goals and improvement opportunities
- II: **ACHIEVEMENT PHASE: Sharing experiences and support to innovation processes**
- III: **EVALUATION PHASE: SCHOOL INDIVIDUAL PROJECT WORK**

I: Definition phase: self-Assessment, defining goals and improvement opportunities

The definition phase consists of the following steps:

Meeting 1 – This first meeting is devoted to discovering the school and its quality policies. During this meeting, the needs and problems of the school as well as its resources will be identified.

The aim is to start a dialogue with the key actors of the school about quality management, innovation at school and the actual needs of the school. During this meeting, the people that are involved in the project will be identified.

Meeting report Meeting 1

The meeting was held on February 5th, 2014. With the dean, Jan Smolenaars.

The Roland Holst College is located in Hilversum, The secondary schools offers general secondary education on three levels, varying from mid level general education (MAVO) to pre university level (Atheneum). The MAVO program is a 4 year study program preparing students for continuation of their education to professional colleges (bookkeeping, engineering, etc) Atheneum is a 6 year program preparing students for masters courses at tier 1 universities. Students start studying at a secondary school when they are 12 years old.

The Roland Holst Ccollege is located in an prosperous area just east of Amsterdam. The attitude is: work hard and have fun.

About 1000 students study at the RHC, the school employs about 90 staff members.

The RHC is located in two historic buildings. The school is considered to be an outstanding college. The staff is mature and strive to be the best in their field. Some write books and education materials themselves. The school also offers many facilities, among them a very well equipped library, PC,s and Ipads for educational purposes.

The school puts the learner at the center of its activities. The school offers the learners a joyful experience.

The community:

Every school has, from a legal obligation, a participation council (MR). This council consists of teachers, students, parents of students and other people within the local community. This council has the right to either advise the school board or in some instances even to (dis)agree with proposals. The MR and the school board jointly appoint a school head (The Rector)

Quality management:

The school plans is written by the rector and his management and includes the future directions of the school and the quality of the education. The school plan is updated annually.

Identifying the main actors.

The most important decision makers and influencers for innovation are

- Jan Smolenaars (rector)

In recent years, the RHC has implemented a number of education innovations. Ipads, Foreign language education and Entrepreneurial skills are just a few examples of the innovative nature of this school. For the immediate future, the school board would like to focus on improving the implementation of these innovations.

At this point, the RHC would like to remain open minded towards the project and will identify the key people after the main topics and objectives are chosen.

Workshop 1 - The initial support is directed to a raise in awareness of school attitude towards quality and innovation through a self-assessment questionnaire (SAQ). The SAQ will reveal strengths, weaknesses, critical situations and opportunities of the existing situation within the school.

The goals for workshop 1 are:

- Appointment of the quality manager or the rector as executive sponsor of the project.

- Fill in the assessment questionnaire. A minimum of 10 reviewers is required with the following profile: People belonging to the management team, the quality manager and other board members.
- Get commitment from the whole team

This workshop is planned at May 28th, 2014.

At the beginning of the work shop, the school announced that the dean has decided to leave the school due to personal circumstances. His resignation has lead to the discontinuation of the project. The staff of the school decided to discontinue the Entrepreneurial program and the Q4i project due to the heavy work load of the school management.

The school apologizes for the discontinuation but believes that it had no choose but to discontinue the project beacuse;

- There was no person available to work on the project
- The schools wishes to consolidate its innovative programs and not focus on new programs or projects

The Q4i consortium was informed about the decision of the school to discontinue as a pilot school.

Q4I Meeting reports and pilot results

VLC College

THE NETHERLANDS

A: INTRODUCTION

The Q4I project, which started in December 2012, aims to develop, test and mainstream a quality development approach for schools that includes a strong commitment to innovation and that is based on the participation of all key stakeholders: students, teachers and parents, employers and representatives of local community.

From August 2013, ESHA started the identification of innovative networks and contacted the Entreprenasium foundation. Entreprenasium is a collective of innovative schools that are in the proces of implementing an entrepreneurial approach to learning.

Together with the entreprenasium foundation a number of possible pilot schools were identified. In The Netherlands, secondary schools all have a high level of autonomy and therefor, all schools needed to be engaged and convinced personally. On average, each pilot school was visited two times before they agreed to participate in the piloting project.

This report details the meetings reports and pilot phase findings of:

Veenlanden College www.hetvlc.nl

Diamand 9

Mijdrecht



Lifelong Learning Programme



Q4i
Quality for Innovation in European Schools
Project N°: 527906-LLP-1-2012-1-ES-COMENIUS-
CMP



B: The piloting phases

The piloting consists of the following phases:

- I: Definition phase: Self-Assessment, defining goals and improvement opportunities
- II: **ACHIEVEMENT PHASE: Sharing experiences and support to innovation processes**
- III: **EVALUATION PHASE: SCHOOL INDIVIDUAL PROJECT WORK**

I: Definition phase: self-Assessment, defining goals and improvement opportunities

The definition phase consists of the following steps:

Meeting 1 – This first meeting is devoted to discovering the school and its quality policies. During this meeting, the needs and problems of the school as well as its resources will be identified.

The aim is to start a dialogue with the key actors of the school about quality management, innovation at school and the actual needs of the school. During this meeting, the people that are involved in the project will be identified.

Report of Meeting 1

The meeting was held on February 19th, 2014. The following people were present:

- Ruud van Tergouw, Rector
- Arjan Kraak, Director of educational quality

The VLC College.

The VLC College is located in 2 cities: Mijdrecht and Vinkeveen. The secondary schools offers general secondary education on three levels, varying from mid level general education (MAVO) to pre university level (Atheneum). The MAVO program is a 4 year study program preparing students for continuation of their education to professional colleges (bookkeeping, engineering, etc) Atheneum is a 6 year program preparing students for masters courses at tier 1 universities. Students start studying at a secondary school when they are 12 years old.

The VLC college is located in an prosperous area just south of Amsterdam. The attitude is: work hard and have fun. The VLC is a religious school. This means that their values and believes are derived from the bible. They also teach and evangelize Christianity.

About 1400 students study at the VLC, the VLC employs about 100 staff members.

The VLC college has recently improved their education and is now recognized as an satisfactory / average quality college.

In recent years, the VLC have implemented a number of educational innovations. They offer classes and examinations in English and stimulate entrepreneurship among students. They are active members of:

The community:

Every school has, from a legal obligation, a participation council (MR). This council consists of teachers, students, parents of students and other people within the local community. This council has the right to either advise the school board or in some instances even to (dis)agree with proposals. The MR and the school board jointly appoint a school head (The Rector)

Quality management:

The school plans is written by the rector and his management and includes the future directions of the school and the quality of the education. The school plan is updated annually. The VLC periodically examines and evaluates educational quality. Besides the activities of the inspection, the VLC executes an extensive system of surveys, studies for the satisfaction of parents, students and staff, evaluation of the mentor and a 360 degree feedback system for staff members. Once every four years a major self-evaluation and a subsequent external assessment is conducted. The results of the evaluations will be as action items included in the changes in the school plan. Results of satisfaction surveys are discussed in the MR

Quality management organized.

At the VLC, most subjects are taught by teachers that have a master's degree in their specific subjects. The teachers are grouped according to their specific subject. EG: there are subjects groups for French, English, Economics, History etc.

All subject groups are headed by a subject head. This head is responsible for the curriculum, the quality and the results of their subject group. The heads are responsible for writing quality plans. Jannetje ter Punt, as a member of the school board, supervises these plans.

Although there seems to be a hierarchic system in place, teachers are largely autonomous in their teaching practices. It is uncommon to inspect the teacher's class routines. Teachers are only fired in case of sever misbehavior.

Identifying the main actors.

The most important decision makers and influencers for innovation with the VLC are:

- Ruud van Tergouw (rector)
- Jannetje Ter Punt (deputy rector, responsible for education quality)
- Arjan Kraak (deputy rector, responsible for running the school)
- The heads of the subject groups
- The heads of the MAVO, HAVO and Atheneum

In recent years, the VLC has implemented a number of education innovations. English education and Entrepreneurial skills are just two examples of the innovative nature of this school. For the immediate future, the school board would like to focus on improving the implementation of these innovations.

At this point, the VLC would like to remain open minded towards the project and will identify the key people after the main topics and objectives are chosen. Because the school has invested substantially in the above mentioned innovations, they would like to focus on either quality management principles in general or resistance to change among teachers.

The next step:

The extended management team will meet at March 4 and March 18. During the first meeting the rector will discuss the next steps with his team. The next step, work shop nr 1, could be organized at March 11 or March 25. The objective of this next step is to focus on the questionnaire and would most probably be filled in by at least 10-15 key people within the VLC. (all members of the extended school board)

Workshop 1 - The initial support is directed to a raise in awareness of school attitude towards quality and innovation through a self-assessment questionnaire (SAQ). The SAQ will reveal strengths, weaknesses, critical situations and opportunities of the existing situation within the school.

The goals for workshop 1 are:

- Appointment of the quality manager or the rector as executive sponsor of the project.
- Fill in the assessment questionnaire. A minimum of 10 reviewers is required with the following profile: People belonging to the management team, the quality manager and other board members.
- Get commitment from the whole team

Report of work shop 1

The agenda for the workshop was:

- Introduction video about the relevance of innovation.
- Presentation about the project
- Q and A and next steps
- Fill in the questionnaire

The work shop was organized at the premises of the school at April 10, 2014 from 13.30 to 15.00 hrs.

The following people participated in the work shop.

- Ves@hetvlc.nl
- doo@Hetvlc.nl
- pnt@ Hetvlc.nl
- krk@ Hetvlc.nl
- trg@ Hetvlc.nl
- hhk@ Hetvlc.nl
- klg@ Hetvlc.nl
- hui@ Hetvlc.nl
- ank@ Hetvlc.nl
- swe@ Hetvlc.nl

All participants of the meeting are in leadership positions within the VLC College.

All participants filled in the questionnaire. The principal, Ruud van Tergouw will ask some additional staff members to fill in the questionnaires. Arjan Kraak is the executive sponsor of the project.

Evaluation of the self assessments

The self assessment forms are evaluated by the consortium members of the Q4i project. The characteristics will be part of the diagnostics report.

PRELIMINARY RESULTS OF DATA ANALYSIS – QUESTIONNAIRES OF VLC COLLEGE

1. Positioning of the school in its context

The VLC College is a medium-large education institution located in a prosperous area south of Amsterdam, with about 100 members of staff and 1400 students. It has a good level of autonomy and takes part in several innovation projects both at national and international

level, some of which are quality certified (Technasium, Entreprenasium, Highly gifted children school).

2. Institutional development and management processes

The majority of respondents state that the school has a strategy plan –although not fully implemented- but a significant minority think that it has only a few strategic development lines, but not formalized. This requires clarification because it may be a symptom of insufficient internal communication.

Although it is clear that the school has moved some significant steps towards clear objectives and yearly activity plans, only one person out of ten says that a Quality Assurance system is in place, while several say it is not in place or is only driven by external requirements. The consultation of internal stakeholders is regularly conducted while external stakeholders do not seem to be much involved.

There are also diverse views on the levels of staff participation and commitment to strategic objectives, on the learner-centeredness of classroom activities and on the importance really attributed to the emotional well-being of students.

An example of a possible improvement is the school website. The site includes a vision section, however, this section describes the values and believes from a school perspective. It does not include the school's strategy and innovative nature. An improvement could be to include the school's strategic objectives and formulate them from the students' perspective (skills, attitudes).

On a more positive side, teachers rewarding and development policies are appreciated in the majority of respondents' views, the school offering opportunities for both personal and professional development.

3. Quality Assurance practices in the educational processes

The school has no quality manager but some kind of improvement plan seem to exist, although only three respondents out of ten seem to know about its existence; working processes are formally documented, at least partially. Stakeholder's feed-back (mostly internal, as said before) is collected and, to a significant extent, used. Concerning the daily teaching and learning practice, the VLC College shows several examples of good practice (diagnostic evaluation testing, good planning of yearly and short term objectives, some effort to build interdisciplinary coordination, systematic collaboration among teachers and development of learning resources, use of self-assessment and portfolios). Some weaker points appear to be the involvement of students in the design and evaluation of school activities and a certain confusion on what the school policy consists of (several answers say a certain good practice is a personal choice of teachers, other says it's the school policy).

4. Innovation priorities and processes

Innovation objectives of the school are clearly perceived only by four out of ten respondents, the only two areas in which more than one indication is provided are entrepreneurial skills and the qualification of teachers. In the area of key competences learning to learn seems to be well covered, as well as social competences, while other areas, like active citizenship and problem solving are less covered, according to the majority of respondents' views. Informal learning outcomes recognition and diversity management are properly addressed only according to a minority of respondents.

In the area of ICT for learning the VLC College respondents offer diverse views, that probably correspond to an open and not yet strategically oriented approach, with areas of intense activities (some teachers who regularly use ICT for several teaching and communication with students and families) and other areas still reluctant to adopt ICT and to explore its potential for learning.

The school has international partnerships but does not seem to be very strong in the development of inter-cultural communication skills for teachers and trainers, nor to directly cope with the diversity of its learners.

In the area of creativity and innovation the school appears to be performing reasonably well, both encouraging and rewarding teachers and learners creative/innovative performance and providing personalized learning paths to individuals according to their talents and preferences.

5. Assessment, monitoring and improvement

The VLC College does not seem to have very well defined key performance indicators (4 respondents say NO and 6 say PARTIALLY, nobody says YES) but monitoring of performance is conducted and internal stakeholders such as students and teachers are involved in this process, as well as partner schools acting as benchmarks.

6. Role of stakeholders/peers in QA

The school does not seem to have a clear strategy to collaborate with the local community, although it involves parents and representatives of the local society in the school activities and collaborates with enterprises and other educational institutions. It also encourages students to act as volunteers in the community to develop practical and social skills.

7. Preliminary conclusions and recommendations

From the answers collected the VLC College appears to be a dynamic school, which has already undertaken a number of quality development steps and innovation-oriented initiatives, and is now becoming mature for a more systemic approach to both Quality Assurance and strategic innovation. There is certainly a need to make the objectives clear to a teaching community who is already engaged in innovation, at least partially, and to build, on this clarity, a clear development plan with responsibilities (it is suggested to appoint a quality manager at school

level), deadlines and performance indicators. The involvement of external stakeholders in this process is also advisable to guarantee support of and accountability to the local community.

More concrete recommendations regard the development of inter-cultural skills and diversity management, in which the school does not seem to have developed a coherent strategy in spite of its location in the surrounding of a multicultural city like Amsterdam, and the development of a more coherent approach to the use of ICT. Among the strong areas to be possibly proposed for benchmarking teachers' development and support to innovative/creative attitudes of teachers and students should be explored

Workshop 2 – In this workshop the facilitator presents to the school staff the diagnostics report and the Q4i Model based on 4 engines in the Innovation process.

After these two presentations, the facilitator will support / guide the school staff to define and develop the desired and agreed goals, considering the school context. At the end of the workshop, all the aspects of the piloting process will be explained in detail and the school first draft of strategy based on innovation will be defined. First activities will be planned.

The objectives of work shop 2 are:

- Presentation of the diagnostic report including the Strengths and weaknesses, critical situations and opportunities.
- Comparison of results with other schools that are doing the pilot.
- Definition of improvement: What are the improvement actions arising from the diagnosis made. Picking the engine of change and scope (Appendix 1 / Table 1)
- Prioritization of improvements.
- Definition of the members of the school community involved: (staff, students, parents)
- Definition and planning improvements (Appendix 1 / Table3)
- Allocation of resources and responsables to coordinate the implementation of the improvements.

The second work shop organized at June 23rd in Mijdrecht. The results and the analysis were discussed. The questionnaire showed a relatively high variation in answers in almost all areas. The positive side is that the participants that took part in the questionnaire feel confident to answer according to their own believes. The down side is that this may also reveal improvement areas like strategy, focus and communication.

This lack of focus may lead to high levels of resistance and a relatively low success rate of innovative projects. The management of the school agreed that strategy and focus are among the areas of improvement.

For the remaining steps of the projects, the management team agreed to focus on:

- Identity of the school.
- Mission of the school.
- Strategy of the school.
- The school plan
- Yearly evaluation discussion with staff

The focus point for achieving this change will be Entrepreneurial Education. Entrepreneurial education will be implemented at the school and will become an integral part of the school's identity, strategy, etc. Arjan Kraak will be responsible for the implementation.

Inform all staff of the school- In this phase, the results of the ongoing project is presented to all school personnel, announcing the project.

II ACHIEVEMENT PHASE: Sharing experiences and support to innovation processes

Learning from each other is a core principle of innovation in schools. Q4i fosters collaboration among the participants and promotes the network among key stakeholders of school innovation. All the participating schools will be connected to the Q4i network, and will be the pioneers of the innovation network.

The achievement phase consists of the following activities:

Implementation of defined activities of work shop 2 - The actual implementation of the defined activities will be done by the individual school. During this phase, the Q4i consultant will plan two Skype meeting to track the results and identify possible problems. This phase will last 10 weeks, from March 1st, 2014 to May 15th, 2014

During this phase, the schools will be supported on line and have access to an online community with which they can interact with all the pilot schools in Europe. The portal will be published at: <http://portal.opendiscoveryspace.eu/beta/community/quality-innovation-european-schools-401781>

Implementation achievements

The school has chosen to further implement Entrepreneurial Education in their school. Arjan Kraak owns this initiative. The initiative will enable students to influence their individual learning paths. In order to achieve such a comprehensive change in their pedagogical practices, the school will take at least 1 year to implement the required changes.

III EVALUATION PHASE: appreciating achievements

In the final phase of the pilot, schools are expected to contribute through evaluation of their achievements as compared to those of the other pilot schools and, of course, with the expected outcomes. School will find inspiration on improving results and innovating processes, through cooperation with schools of their own national group and schools from Q4i Schools Network. School feedback regarding the quality and effectiveness of the support received during the Pilot will help the Q4i team to improve the components of the Q4i initiative in the future. This is the time for a comprehensive review of the situation and the definition of a strategy for the time to come.

The results

The school experiences challenges in implementing Entrepreneurial Education at their school. The initiative has been implemented for a relatively small number of students. The school communicates this initiative (Vecon Business School and Entrepreneasium) on the home page of their web site (<http://www.veenlandencollege.nl/>). However, based upon the feedback of the consultants that help the school with the implementation of the entrepreneurial initiatives the school managers are still not fully aware of the importance of these initiative.

Major set back

During the implementation, mr Arjan Kraak was diagnosed with cancer. This extremely unfortunate event has most probably contributed to a less than expected implementation.

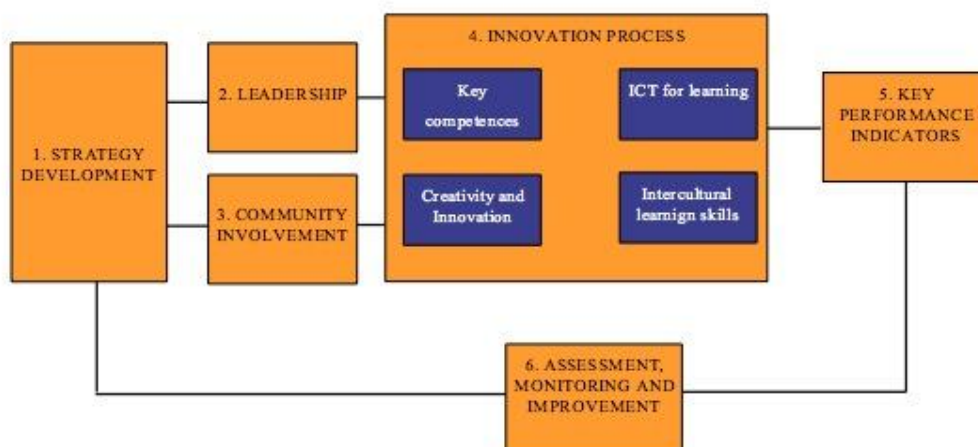
Concluding

The model of the Q4i project describes the steps that are necessary for a successful implementation of innovative programs. The implementation of entrepreneurial education was less successful than expected. However, in this case, the reasons for this has been identified by both the school management as the implementation consultants of the Entreprenasium foundation. According to the Q4i model, successful implementations depend on:

- The initiative is a part of the school identity
- The management team and teacher are committed to the program

In this school, the implementation was clearly less successful because the initiative is not a part of the school identity and its strategy. Furthermore, a lack of commitment from the school management contributed to the outcome of the project.

From a Q4i model perspective, this pilot has proved it validity.



ANNEX 1: SUPPORT TABLES

TABLE 1: TRANSFORMATION MAP. THE FOUR ENGINES OF CHANGE

The four engines of change: 21 st century skills map	
1	<i>KEY COMPETENCES; Entrepreneurship</i>
	In this project, the school has chosen entrepreneurship as its main focus area

TABLE 2: TRANSFORMATION MAP. THE FOUR SCOPES

Areas of improvement	
1	<i>SCOPE OF CURRICULUM DEVELOPMENT AND METHODOLOGY</i>
	Teaching-learning process, teaching practice in the classroom are the two scopes which the school has focused on. Introducing entrepreneurial education with the emphasis of individual learning paths, has resulted on negative feedback for teachers.
2	<i>ORGANIZATIONAL AND OPERATING SCOPE</i>
	Coordination of teaching teams, grouping, time organization and performance standards. The school has less time than expected on this, resulting in a low commitment of the staff

IMPROVEMENTS, ENGINES AND SCOPES

	IMPROVEMENTS	ENGINES OF CHANGE*	SCOPE WHERE THE IMPROVEMENT WILL TAKE PLACE**	GROUP OBJECT / EDUCATIVE LEVEL
1	Entrepreneurial Education	Key Competences	SCOPE OF CURRICULUM DEVELOPMENT AND METHODOLOGY	Entreprenasium team
2	Entrepreneurial education	Key Competences	ORGANIZATIONAL AND OPERATING SCOPE	Management

* ENGINES OF CHANGE

5. Key competences
6. ICT
7. Creativity and innovation
8. Intercultural learning skills

Choose one or several

** SCOPE WHERE THE IMPROVEMENT WILL TAKE PLACE:

ADCM: Scope of curriculum development and methodology

AOFU: Organizational and operating scope

ACOM: Community scope

APFO: Scope of professional development and training